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ABSTRACT

This paper is one in a publication series containing general knowledge which can help colleges and universities in the various phases of developing comprehensive cooperative education programs (see note). It explains and summarizes the major stages that an institution must pass through in the conversion from a traditional academic plan to a large-scale cooperative education program. These four stages suggested by the literature on strategic planning, the adoption of innovation, and organizational change are considered: (1) strategic decision to institute a comprehensive cooperative education program; (2) the organization develops strategic planning performance objectives consistent with the organization's fundamental mission/philosophy; (3) the organization develops program and functional plans and budgets, i.e., the implementation plan/budget; and (4) the programs and functional plan/budget are implemented. An appendix presents a change model for developing a comprehensive cooperative education program involving four phases. (YLB)

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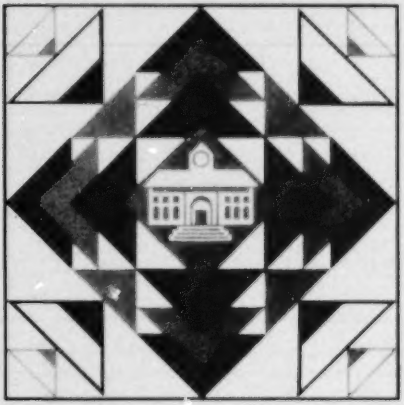
Developing a Comprehensive Cooperative Education Program

STRATEGIC PLANNING STAGES



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Preface

The development of cooperative education in American higher education has been extensive and yet insufficient in many ways. The cooperative method, which integrates periods of classroom study with periods of academically related off-campus work, has spread to approximately one third of all colleges and universities in the U.S. Although the system was begun in 1906, most of its growth has occurred since the early 1960's as a result of the introduction of federal funding. Through the federal College Work Study program, later through Title IV of the Higher Education Act of 1965, and finally through the special provisions of Title VIII of the Higher Education Amendments of 1976, the number of cooperative education programs offered at the postsecondary level has increased tenfold. Yet this growth has not been matched with a corresponding increase in the number of students participating.

Toward the close of the 1970's, after more than a decade of federal assistance, questions were being raised as to the progress of cooperative education and what the future might hold. A study mandated by Congress revealed that only two percent of the nation's college students were enrolled in cooperative education programs. The study also calculated levels of cost effectiveness and indicated that the bulk of the cooperative education programs did not enroll sufficient numbers to make themselves cost effective. Therefore, these programs were either inextricably tied to federal support, which by law restricts the funding of any institution to a five year maximum, or else constituted a financial drain on the institution, thus jeopardizing the continuation of many programs.

These and other developments led the U.S. Office of Education to convene a series of task force meetings in 1977-78 to further examine the progress of cooperative education and to begin to chart the course for its future. One of the key recommendations of the task force was for the development of large-scale cooperative education programs which could reach greater numbers of students, operate at cost effective levels, and bring cooperative education into the mainstream of higher education. This call for a radical change in program development came while at the same time a disillusioned and cost conscious federal administration recommended a drastic reduction and rapid phase-out of the Title VIII support for cooperative education.

To a great extent, the eventual reversal of the Administration's phase-out plan and the increased funding provided under the 1981 reauthorization of the Higher Education Act were influenced by the promise of developing more comprehensive programs that could make a significant contribution to solving the problems facing higher education in the '80s. Some of these problems include the rising cost of a college education, the need to maintain enrollments, and the growing demand for greater career preparation.

As a first step toward developing comprehensive cooperative education programs, the National Commission for Cooperative Education embarked on a preliminary study of the institutional change process and a pilot development project with a number of institutions considering converting to a comprehensive cooperative education plan. Although one finding from this project was that every institution must develop its own conversion model to suit its individual needs, the National Commission has uncovered a large body of general knowledge which can help colleges and universities in the various phases of the decision making and conversion processes. As the Commission aids the pilot institutions and other schools in changing over to a cooperative education system, additional learning will occur, and this will be shared with other colleges to smooth the transition process. The following publication explains and summarizes the major stages that an institution must pass through in the conversion from a traditional academic plan to a large-scale cooperative education program. Companion papers in this publications series discuss other important aspects of the change process and together provide a foundation of knowledge to help to prepare institutions for the development of a comprehensive cooperative education plan.

There are over 1,000 private and public colleges and universities with undergraduate and graduate cooperative higher education programs. Many of these institutions are expanding their programs and many other institutions are starting them. The Congress recently appropriated several million dollars to help individual colleges and universities accelerate their conversion to large scale programs of cooperative education.

The literature on strategic planning, the adoption of innovation, and organizational change suggests that there are roughly four stages through which organizations move in successfully developing and adopting strategic plans and organizational change. In the following pages these stages are explained, drawing on the experiences of higher education institutions in developing and implementing strategic plans and making fundamental organizational changes toward comprehensive cooperative education programs.

An understanding of these planning and organizational change stages is particularly important for accelerated conversion efforts because there is relatively little time to recover from planning or implementation inadequacies and errors. The planning stage process is also important for those concerned with understanding and managing the gradual development of comprehensive cooperative education programs. It is also important for those with an overall concern for the better understanding and management of the planning, change, and innovative process.

Cooperative Education

Cooperative education is an academic strategy integrating on-campus study with off-campus work experience. Students in cooperative education programs alternate between periods of study in their colleges and universities and periods of employment in business, government, and nonprofit organizations. Employment is usually directly related to the student's academic area.

Formal cooperative education programs began in the early 1900s. Since that time, cooperative education has greatly expanded. There are now over 1,000 private and public colleges and universities offering programs from the undergraduate to the doctoral level, and cooperative education, once exclusive to engineering students, is now included in all college and university disciplines, including the liberal arts. These 1,000 programs today enroll over 200,000 students[1].

Cooperative education has grown to such a significant part of higher education for several important reasons. The quality of education is enriched by combining classroom learning with work experience in the student's area of study. Combining classroom and work experience helps students to choose among the many alternative career paths. The money earned from work experience helps finance higher education and helps many students afford higher education.[2] And finally, students are able to find permanent aftergraduate employment more readily because of their on-the-job experience.

Strategic Planning and Organizational Change Stages

There appear to be roughly four stages that organizations move through in successful strategic planning and organizational change.

1. The organization makes a key decision about whether the strategic plan is feasible and consistent with the organization's fundamental mission/ philosophy.
2. The organization develops strategic planning performance objectives consistent with the organization's fundamental mission philosophy.

3. The organization develops programs and functional implementation plans and budgets.
4. The programs and functional implementation plan/budgets are carried out.

It is important to recognize that the stage process is iterative to some extent. That is, in stage one, the strategic plan selection decision and the stage two decisions concerning performance objectives require some assumptions about the program and functional costs and benefits of various alternatives.[3]

In stage one an organization rearticulates to itself its fundamental mission or philosophy. What is the organization's fundamental reason for being? For example, an automobile company might define this as economic performance through transportation products and services. A hospital might define its fundamental mission as care of the sick. A university might define it as the preservation and advancement of knowledge.

An organization decides in stage one whether a particular alternate strategic plan is feasible and consistent with its fundamental mission. The automobile company might consider whether an investment in the development of urban mass transportation systems is in keeping with its fundamental mission and whether the company is capable of successfully making such an investment. The hospital might consider whether an investment in a home for the terminally ill is an appropriate expansion of its services, and the university might consider whether an investment in the development of cooperative education is feasible and consistent with its purpose. If the organization decides that an investment in a strategic plan or program is appropriate, it moves to stage two. The organization may also consider in stage one whether there are alternate strategic investment plans that are even more congruent with its basic mission than the one presently being considered.

In stage two the organization develops strategic planning performance objectives consistent with the organization's fundamental mission. The automobile company might set sales goals and a target rate of return for the urban mass transit systems. The hospital might set number of patient and maximum cost per patient goals for the sanatorium. And the university might set a percentage of enrolled students and revenue and cost goals for its strategic plan to invest in comprehensive cooperative education programs.

In stage three the organization develops program and functional plans and budgets. The automobile company might plan and budget the product, production, and promotion activities required to meet its sales and return on investment objectives for the urban mass transit systems. The hospital might plan and budget for the type of patients to accept, the location of the facility, and its design with respect to such alternatives as a hospital atmosphere, a dormitory atmosphere, or an apartment atmosphere. The university might plan and budget for which types of students to attract and which types of cooperative education programs to offer, choosing from among such alternatives as undergraduate or graduate business, engineering, nursing, education, law, liberal arts, etc. After the specific program and the functional plans and budgets are developed the organization moves to stage four.

In stage four the specific program and functional plans and budgets are implemented. For the automobile company, the mass transit systems are developed and sold. For the hospital the special care facility is constructed and put into operation. For the university, the cooperative education program is developed, staffed, and students are enrolled. As stage four develops, the program, functional plans, and budgets are implemented and become more and more integrated into the normal operations of the organization until the programs and functional activities are institutionalized. With institutionalization, the organization evolves and adapts its character consistent with its fundamental mission and its strategic plan.

The literature concerning strategic planning and organizational change suggests that most organizations that successfully develop, implement, and institutionalize strategic plans pass through similar stages. However, we should be careful not to overgeneralize how these stages operate in any particular organization.

A Study of Strategic Planning Stages in Moving Toward Comprehensive Cooperative Education Programs

Because of the abovementioned educational, career, and financial benefits associated with cooperative education, many institutions have and are adopting comprehensive cooperative education programs. Also as indicated, there are now over 200,000 students enrolled in undergraduate, masters, and doctoral cooperative education programs in over 1,000 private and public colleges and universities. In addition, several higher education institutions are planning and implementing accelerated conversion with the help of U.S. Department of Education demonstration grants. (See Appendix A.)

The following study is drawn from the cooperative education literature and experiences of the many colleges and universities who have or are adopting comprehensive cooperative higher education programs. There is very little experience in cooperative education with accelerated conversion. Most institutions with cooperative education programs developed them gradually. However, in the general management and general higher education administration literature and experiences, the strategic planning stages apply in both gradual and accelerated situations. The key significance of accelerated versus gradual planned organization change and development is that in the accelerated situation, good strategic planning and implementation are particularly important since there is relatively less time to recover from planning and implementation errors.[4] Therefore, an understanding of these strategic planning and organizational change stages is especially important for accelerated conversion efforts.

Stage 1: Strategic decision to institute a comprehensive cooperative education program.

The institution examines its fundamental mission as a higher education institution. It considers whether cooperative education is consistent with its fundamental mission and is feasible for the institution. Sometimes other organizations involved with cooperative higher education such as the National Commission For Cooperative Education, the U.S. Department of Education, and other colleges and universities with cooperative education programs help the institution in considering this question.

Stage one begins when the institution, with whatever level of understanding of cooperative education it has, considers that in some way the purposes of the institution may be better served by initiating a comprehensive cooperative education program. One could say that the process commences when the institution's interest is seriously piqued and it is motivated to undertake an analysis to provide itself with a sound informational base upon which to make a decision either to proceed further or to drop the idea.

At this point, the institution looks both to itself, as to what will be required to establish a program, and to the community of which it is a part, to determine if it will serve the potential constituencies. The fundamental question at this initial stage is, "Is a comprehensive program of cooperative education feasible?" If the answer is yes regarding both internal and external issues, then a program is possible.

Questions concerning the institution and its community must be addressed. To begin with, the institution assesses its understanding of the community — its demographics, its views of the institution, and its views of integrating work and education. For example, the institution must consider whether potential students will support cooperative education and, should it appear they initially will not, whether it is possible to change their attitudes. Obviously, if it is found that students will not support or participate in cooperative education under any circumstances, it would be folly for the institution to try to establish a program. Similarly, an institution examines whether a cooperative education program can receive the active support and participation of employers. It assesses whether the competencies which the institution has or can develop correspond to the human resource needs of prospective co-op employers. If employers perceive no relationship between their needs and the kinds of student abilities available, they are unlikely to be interested at all in establishing cooperative arrangements. Just as there can be a program only if there are students to participate, there must be employers with human resource needs which they perceive can be met through cooperative arrangements with the institution.

With respect to internal issues, the following question is asked: "Is the institution willing and is it able to make the institutional changes necessary to implement a comprehensive cooperative education program?" During this phase of the strategic planning and organizational change process and prior to making a decision to continue or to terminate further consideration, the institution makes a number of estimates and judges its willingness and capability of meeting those estimates. For example, it explicitly examines the motivation for initiating a comprehensive program and realistically assesses if such a program will lead the institution to the goals it seeks. It develops, however tentative, some notion of the changes that such a program will necessitate in areas such as courses, staffing, calendar, admissions, etc., and estimates its potential for making them; it estimates the likely costs involved in the conversion to and operation of a comprehensive program; and, in light of its financial resources, the institution estimates its ability and willingness to meet these costs. It estimates the existing support and the likelihood of added support as the process continues, and it determines if the institution, in light of the anticipated disruptions and costs, is willing to proceed to the next stage in the strategic planning and organizational change process.

Successful institutions involve people in the strategic decision making process who represent important institutional constituencies. It is particularly important to gain the insights of various constituencies and to form consensus around the strategic decision. In this way, information and experience resources are pooled for making a good decision, conflict is minimized, and motivation is generated for a team effort to make the strategic decision work.

Key persons involved in the strategic decision making process are: the chief executive officer; the academic program managers such as deans; the nonacademic program heads such as research program directors, the athletic director, etc.; and, the functional managers such as the board of trustees planning committee chair, faculty and student governance chairs, admissions director, registrar, etc.

The active leadership of the CEO is crucial. With the exception of the chair of the board of trustees, the CEO is normally the only person in a position to gather these various constituencies together to make such a key strategic decision.

In summary, the first stage of the strategic planning and organizational change process requires a decision either to proceed to the second stage or to terminate the process. A decision to move to the second stage requires an initial affirmative decision to develop a comprehensive cooperative education program. This decision

is based upon information regarding the institution's existing and probable future relationship to its community and upon its own willingness and ability to make the institutional changes required to foster and sustain a comprehensive cooperative education program. A comprehensive program is feasible only if constituency support is obtainable and institutional changes can and will be made. When, after careful study, the CEO and the institutional constituencies decide that a comprehensive program is feasible, the institution then moves to the second stage of the strategic planning and organizational change process.

Stage 2: The organization develops strategic planning performance objectives consistent with the organization's fundamental mission/philosophy.

In stage one, the CEO and the institutional constituencies make the key decision that a comprehensive cooperative education program is both feasible for the institution and consistent with the institution's fundamental mission/philosophy. After this key decision is made by its leadership, the institution defines strategic planning performance objectives that are appropriate for its basic mission. These objectives are normally quantitative.

Such performance objectives are a prerequisite to stage three, which is the development of program and functional plans and budgets, i.e., the implementation plan/budget.

Examples of performance objectives are as follows:

- The number of students to be enrolled in the institution by a target date.
- The number and percentage of students to be enrolled in co-op at the institution by a target date.
- The specific academic programs that will offer cooperative education by a target date.
- The number and percentage of students to be enrolled in each academic program offering co-op by a target date.
- Which nonacademic programs to adapt to the co-op calendar by a target date.
- Number of co-op jobs to be recruited by a target date.
- Number of co-op jobs to be recruited in each field by a target date.
- Number of employers in different fields to be recruited by a target date.
- Total institutional revenue/cost break-even point to be reached by a target date.
- Specific co-op programs' break-even points to be reached by target dates.
- Total amount of financial and personnel resources required to reach the target break-even point for an institution.
- Amount of financial and personnel resources required to reach target break-even points for different co-op programs.
- Amount of resources to be generated from each source of funding including current accounts, tuition, government, business, foundations, etc., by target dates for funding/reaching target break-even points.
- Satisfaction levels to be reached by target dates among students, faculty, staff, employers, funding sources, etc.

What these specific quantitative performance objectives are is determined in large part in relation to the institution's educational philosophy. Different institutions have different philosophies. Excellence in higher education generally and in cooperative education can take many different forms. As John Gardner has explained:

"We shall have to be more flexible . . . in our conception of excellence. We must develop a point of view that permits each kind of institution to achieve excellence in terms of its own objectives. . . . In short, we reject the notion that excellence is something that can only be experienced in the most rarified strata of higher education. It may be experienced at every level and in every serious kind of higher education. . . . It is no sin to let average as well as brilliant youngsters into college. It is a sin to let any substantial portion of them — average or brilliant — drift through college without effort, without growth and without a goal. That is the real scandal in many of our institutions. . . . We must learn to honor excellence (indeed to demand it) in every socially accepted human activity, however humble the activity, and to scorn shoddiness, however exalted the activity. As I said in another connection: 'An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water.'"[5].

In stage one the significance of the strategic decision to move toward cooperative education is not always understood by all or is interpreted by some as vague to the point of not signifying important organizational change. This is particularly true when important institutional constituencies have not been involved in the strategic decision.

In stage two with the development of specific quantitative objectives, any lingering vagueness quickly disappears. As Gardner observed and explained there can be very different ideas about what excellence in higher education is. With the development of specific quantitative objectives, any differences that were not revealed in the decision process of stage one often emerge in stage two with respect to whether and how cooperative education as an idea and now as specific quantitative program objectives is consistent with the institution's educational philosophy.

Successful institutions are able to resolve differences and form consensus about the fit between their educational philosophy and the quantitative objectives. When they cannot resolve differences and build consensus, morale and motivation fall. When this happens, it is very difficult to achieve excellence. As Gardner once again explains:

"In higher education as in everything else there is no excellent performance without high morale. No morale, no excellence. And in a great many of our colleges and universities the most stubborn enemy of high morale has been a kind of hopelessness on the part of both administration and faculty — hopelessness about ever achieving distinction as an institution. Not only are such attitudes a corrosive influence on morale, they make it virtually certain that the institution will never achieve even that kind of excellence which is within its reach. For there is a kind of excellence within the reach of every institution."[6]

In order to maintain high morale and motivation and to make excellence possible in the adoption of cooperative education programs, it is particularly important in stages one and two to build consensus among all of the institution's constituencies. Once the decision has been made in stage one to move toward cooperative education, the performance objectives have been established in stage two, and there is consensus about both, the institution moves into stage three.

Stage 3: The organization develops program and functional plans and budgets, i.e., the implementation plan/budget.

In stage three, program and functional plans and budgets, i.e. the implementation plan/budget, are designed to accomplish the performance objectives of stage two and the strategic decision of stage one. Examples of programs are the various academic programs, the athletic programs, funded research programs, etc. Examples of functions are admissions, governance, financial aid, housing, etc.

As referred to above in the general discussion concerning strategic planning stages, the stages are iterative to some extent. That is, the stage one decision to develop comprehensive cooperative programs and the stage two decisions concerning performance objectives both require some assumptions about program and functional costs and benefits.

In stage three the program and functional managers develop plans and budgets for accomplishing the performance objectives of stage two. Decisions are made concerning resource allocations and budgets. It is in this stage that specific financial decisions are made, and pro forma budgets, cost/revenue, break-even, and cash flow statements are projected.

As in stages one and two it is important for top management, functional managers, and program managers to interact. In order to develop plans and budgets that work, program and functional managers need to know each others plans and to maintain a focus on the stage one strategic plan and stage two performance objectives.

If direction and coordination are to be continued and morale kept high, the ongoing leadership of the chief executive officer is particularly important during this stage. Follow-through by the CEO is necessary in order to carry the institution through the inevitable institutional rigidities associated with allocating and reallocating resources. The first step, then, in successful program and functional planning and budgeting is for the CEO to assume continuing leadership at this stage.

The second step is for the institution to identify persons to be charged with the responsibility of developing a comprehensive implementation plan and budget. These persons are normally the program managers and the functional managers who participated in stages one and two. Examples of program managers are deans, research directors, athletic directors, etc. Examples of functional managers are the admissions director, faculty and student governance chairpersons, board of trustees planning committee chairperson, registrar, etc.

In drafting the program and functional plans and budgets that compose the implementation plan/budget, the administration of the cooperative education program is placed in the institutional hierarchy. In order for the cooperative program to have academic credibility on campus, and for it to command the resources it will need, its director must be ranked high enough in the hierarchy to be able to influence policies and to be able to have input into the continuing budgetary processes. The director is able to develop his own budget and to present the needs of the program to those responsible for the allocation of funds. When the director is just another faculty member, this is much more difficult.

At about this time, either a centralized or a decentralized mode of operation is decided upon for the cooperative education program. There are advantages and disadvantages to each.

The chief advantages of the centralized mode are: (1) it is easier to control administratively, (2) it provides for full-time attention to the job development and coordination functions, (3) the staff can handle larger numbers of students, (4) the costs and income are more easily identified and the budget more easily administered, (5) quality control is better, and (6) is possible to assure that policies are uniformly administered.

At the same time though, there are some negative experiences with the centralized system. For example, the centralization makes faculty involvement more

difficult. The cooperative program tends to operate apart from the other academic programs on campus. This increases the possibility that the faculty will view the cooperative program as a nonacademic one — a kind of extra-curricular activity — and can cause problems when academic credit is awarded. However, there are successful models of centralized programs that award credit, and these need to be considered by the planning and budgeting team.

In the decentralized mode, faculty members serve as faculty-coordinators or as full-time coordinators in their specific departments. The advantage is that faculty involvement in the program is assured. Since faculty is directly involved in the daily operation of the cooperative program, when academic credit is awarded, this direct involvement makes the process easier. The chief disadvantage is that a faculty member participating on a part-time basis, will not have the time to do the necessary job development and coordination. Thus the number of students that one faculty member can serve is lower, and the cost of the program is higher. The other major disadvantage of the decentralized mode is that it diverts the energies of the staff. One task is difficult enough: To be both an effective professor, with all that entails, and also an effective coordinator is often impossible. Experience has shown that the time when teaching impacts most heavily on a faculty member is precisely the same time in the term when the coordination duties impact most heavily as well. For these reasons, the centralized mode is generally better.

Also during this stage, decisions are made about whether to have alternating or parallel calendar plans. An alternating plan is that plan of operation in which the students alternate full-time periods of classroom study with periods of full-time work. This has certain advantages: (1) the students are considered full-time employees by the employer, (2) students can accept positions, away from the institution, that offer the opportunity for experiences not available locally, (3) job development is easier, because the employer can be assured of continuous coverage for the entire calendar year on a full-time basis, (4) it is easier for employers to develop training-type placements for the students. At the same time, there is a more urgent need for the institution to replace the students on co-op with "new" students in the classroom, otherwise maximum utilization of space is not realized. The other major disadvantage is that the sequencing of courses becomes more difficult.

The parallel plan is that plan of operation in which students attend class part of the day and work for part of the day. For those programs operated through the use of faculty-coordinators, this is a more realistic plan. Course sequencing, a major problem under the alternating plan, offers relatively little problem in the parallel system. Courses can be planned around the daily activities of the cooperative student. On the other hand, the employment possibilities are limited to local employers — those that students can commute to on a daily basis. The other major disadvantage is that the students are more apt to be viewed by the employers as part-time employees. This limits their assignments and inhibits progress on the job. They are much more likely to be considered temporary employees. Experience suggests that the alternating plan is generally better.

Regardless of the calendar plan chosen, courses are sequenced in such a way that those students in the cooperative plan can get the courses they need, when they need them, and in the appropriate sequence for maximum benefit. It is important that the implementation plan not impose unrealistic hardships on the students who choose co-op.

It is here that input from faculty members in every department affected is essential. The task of sequencing courses in an effective and economical manner is one that requires great attention and creativity. The success or failure of the program often depends on how well this matter is addressed. For schools that are unaccus-

tomed to using the summer period as a regular term in the sequence, the problem is magnified or simplified, depending on the creativity and flexibility of the faculty.

In addition to developing plans and budgets for cooperative academic programs, for organizational structure, for participation in leadership and decision making, and for calendar and course sequencing, plans and budgets are also developed for several other areas. They are developed for all of the nonacademic programs such as sports and student activities that need to interface with the academic program. Plans and budgets are developed for introducing the program, making adjustments to the academic calendar, offering or not offering credit for the work experience, recruiting and registering students, and recruiting and maintaining employers. Plans must also be laid for employing and training cooperative staff, developing faculty cooperation, managing faculty and staff development, measuring constituencies' satisfaction with the cooperative program, developing a management information system and performing the public affairs and public relations functions.

After the program and functional implementation plan/budget is drafted, it must be evaluated in terms of its ability to achieve the performance objectives discussed above and in terms of its ability to solve the problems at the institution in question. When it appears to be workable, acceptable, and supportable, it is adopted, while understanding that it may be modified as needed. If there appear to be problems with the plan/budget, these problems are identified and dealt with expeditiously. This evaluation provides the feedback necessary to make the appropriate revisions. The help of both internal and external consultants has been useful at this stage in the process. After the detailed and revised implementation plan/budget is completed, stage four begins.

Stage 4: The programs and functional plan/budget is implemented.

Implementation is essentially putting into effect the programs and functional plans and budgets designed in stage three to achieve the performance objectives defined in stage two.

Because of the complexity of this task, it is impractical to attempt to address it adequately within these pages. The following are some of the topics which must be examined in depth in order to successfully implement a cooperative education program. The National Commission for Cooperative Education plans an ongoing monograph series to cover these issues.

- "The Key Role Of The Chief Executive Officer In Planning, Implementing, And Institutionalizing Cooperative Education Programs"
- "Alternative Organizational Designs For Cooperative Education Programs"
- "Evaluating Market Opportunities For Academic Disciplines With Cooperative Education Programs"
- "Break-even Cost Analysis For Academic Disciplines With Cooperative Education Programs"
- "Introducing New Cooperative Education Programs To The Public"
- "Implementing A Cooperative Education Program In An Academic Discipline"
- "Recruiting Students For Cooperative Education Programs"
- "Managing Alternative Academic Credit Plans For Cooperative Education Programs"
- "Managing Alternative Calendars And Schedules For Cooperative Education Programs"
- "Managing The Cooperative Education Employment Program"
- "Employing And Training Cooperative Education Staff"
- "Registering Students For Cooperative Education Programs"

- "Developing Faculty Cooperation In Cooperative Education"
- "Managing Faculty And Staff Development In Cooperative Education"
- "Measuring Constituency Satisfaction With Cooperative Education Programs"
- "Developing A Management Information System For Cooperative Education Programs"
- "Managing Public Affairs/Public Relations For Cooperative Education"

Just as the strategic planning and organizational change stages presented above were drawn from the literature and experience of the many institutions who have and are successfully adopting cooperative education programs, this same literature and experience will also be drawn upon by the National Commission for Cooperative Education to produce a number of monographs on the above topics. These monographs will be based on the strategic planning and organizational change stages presented in this paper and will cover much of what needs to be addressed to successfully implement cooperative education and to successfully complete stage four, implementation.

Conclusion

The preceding pages have briefly explained the four stages suggested by strategic planning, the adoption of innovation, and organizational change. These stages are needed in order to meet strategic plans and to accomplish fundamental organizational change.

The cooperative education literature and the experience of the many colleges and universities that have and are adopting comprehensive cooperative education programs have contributed to this study. While there is very little familiarity with accelerated comprehensive conversion to cooperative education in the literature and experience of general management and general higher education administration, the strategic planning stages apply in both gradual and accelerated situations. The key significance of accelerated versus gradual planned organizational change and development is that in the accelerated situation, quality strategic planning and implementation is particularly important since there is little time to recover from inadequacies and errors. Therefore, an understanding of these strategic planning and organizational change stages is particularly important for accelerated conversion efforts.

This monograph should be useful for those concerned with understanding and managing the gradual adoption and/or expansion of comprehensive cooperative education programs. It should also be of some interest to those concerned with better understanding and managing change, strategic planning, and the general adoption of innovation.

Organizations move through stages while engaging in the strategic planning and organizational change process, and these stages apply to the cooperative education situation. The stage process is particularly important for institutions engaging in accelerated efforts for comprehensive conversion. Since there is a general model of the stages, many institutions should find it useful to examine the applicability of the model and seriously consider adapting their efforts to it.

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APPENDIX A

A CHANGE MODEL FOR DEVELOPING A COMPREHENSIVE COOPERATIVE EDUCATION PROGRAM

Conceptualized and Designed by the
Cooperative Education Prototyping Team

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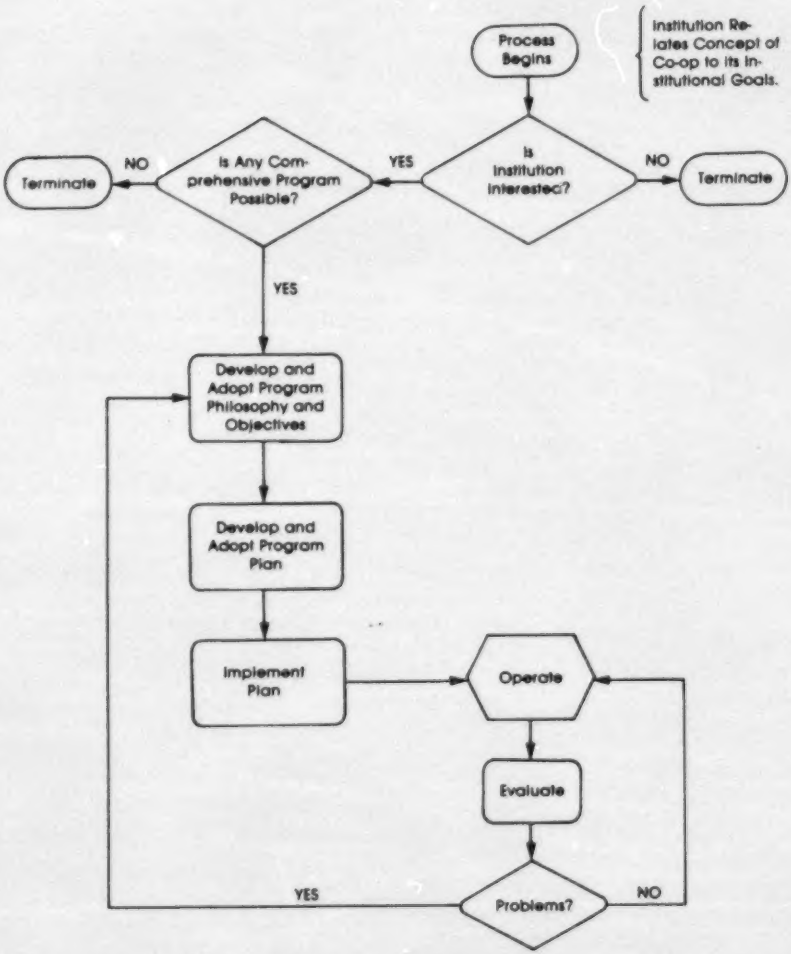
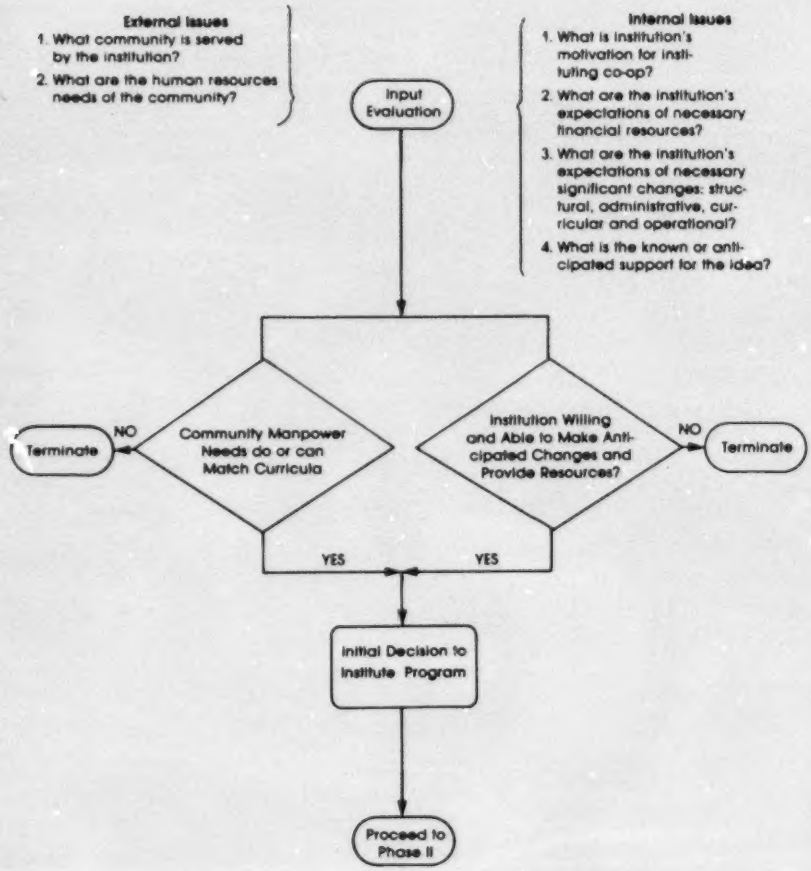
NATIONAL COMMISSION FOR COOPERATIVE EDUCATION
OVERVIEW OF PROGRAM DEVELOPMENT PROCESS

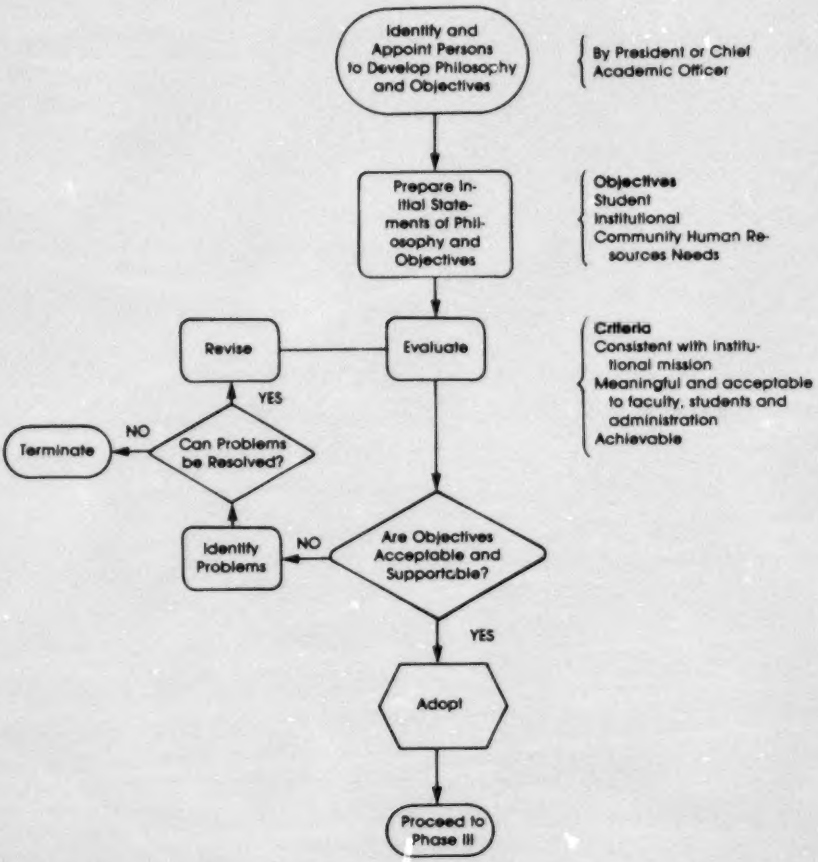


PHASE I
INITIAL DECISION TO INSTITUTE PROGRAM: IS A COMPREHENSIVE PROGRAM POSSIBLE?

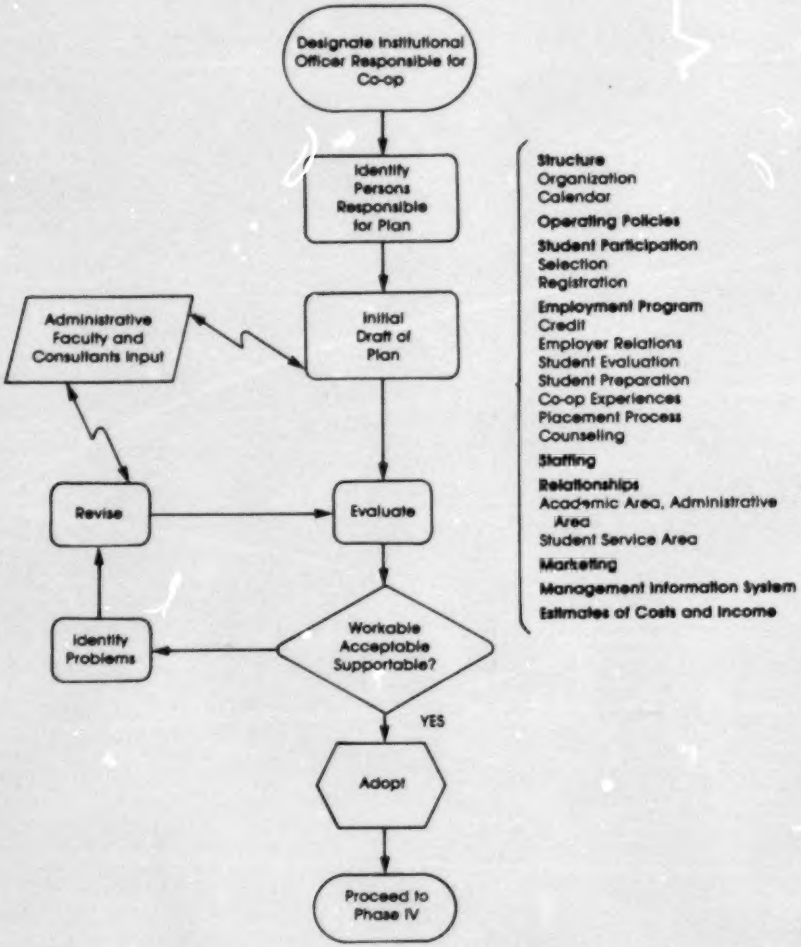

External Issues
1. What community is served by the institution?
2. What are the human resources needs of the community?
Internal Issues
1. What is institution's motivation for instituting co-op?
2. What are the institution's expectations of necessary financial resources?
3. What are the institution's expectations of necessary significant changes: structural, administrative, curricular and operational?
4. What is the known or anticipated support for the idea?
Input Evaluation
Community Manpower Needs do or can Match Curricula
NO
Terminate
Institution Willing and Able to Make Anticipated Changes and Provide Resources?
NO
Terminate
YES
YES
Initial Decision to Institute Program
Proceed to Phase II

18

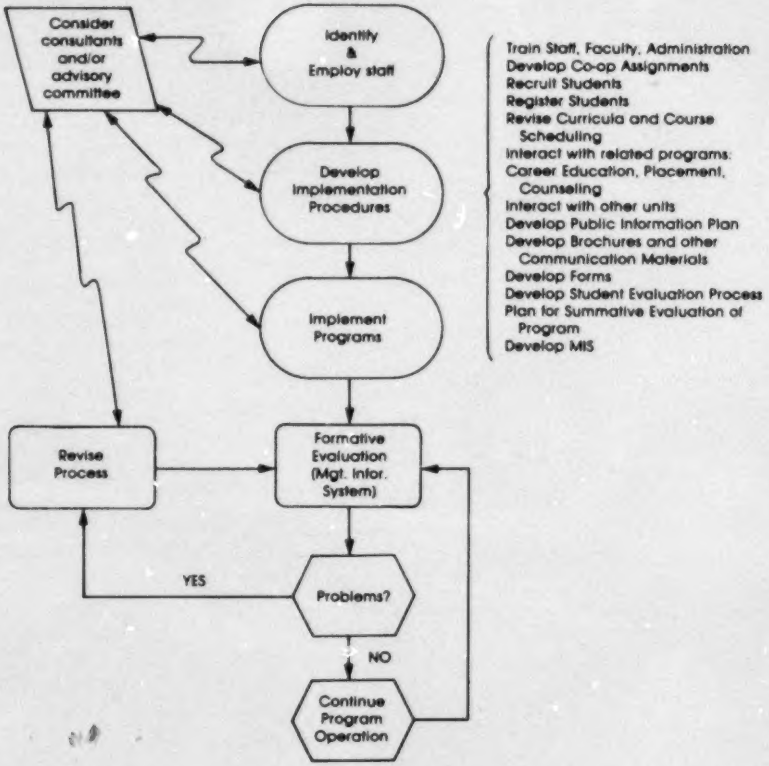
PHASE II
DEVELOPING PROGRAM PHILOSOPHY AND OBJECTIVES: IS A COMPREHENSIVE PROGRAM DESIRABLE?



PHASE III
DEVELOPING THE PROGRAM PLAN: STRUCTURE & POLICIES



PHASE IV
IMPLEMENTING PROGRAM:
PROCEDURES AND OPERATIONS



The National Commission for Cooperative Education's series on comprehensive program development includes the following publications:

A Positive Future for Cooperative Education — an interview with Dr. J.W. Peltason, President of the American Council on Education

Developing a Comprehensive Cooperative Education Program:

Strategic Planning Stages

Implementing the Plan

Building A Consensus

Evaluating Market Opportunities

The Consultation Process

Management Information Systems

Other writings referred to in this publication which are also available are:

Cooperative Education – A National Assessment — a summary and commentary concerning the congressionally mandated study of cooperative education conducted by Applied Management Sciences, Inc.

A Working Paper on Cooperative Education — a summary of the findings of the U.S. Office of Education's Task Force on Cooperative Education.